DOCUMENT RESUME

ED 245 996 SO 015 770

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TITLE	The Arts--A Missing Link in the Basic Curriculum. A Process Manual to Integrate the Arts into the Elementary School Curriculum for Administrators, Teachers and Community Members.
INSTITUTION	Southwest Vermont Supervisory Union, Bennington, VT.
SPONS AGENCY	Department of Education, Washington, DC.; Vermont State Dept. of Education, Montpelier. Div. of Federal Assistance.
PUB DATE	Aug 81
NOTE	72p.; Photographs may not reproduce clearly.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Art Activities; *Art Education; Childrens Art; Creative Activities; Curriculum Development; Display Aids; Elementary Education; Evaluation Methods; *Interdisciplinary Approach; Models; Program Descriptions; Publicity; Teacher Qualifications; Visual Arts
IDENTIFIERS	Vermont

ABSTRACT

Cited as a model project for the state of Vermont, this process model helps administrators, teachers, and community members integrate the arts into the elementary school curriculum. Arranged into 10 sections, the introduction in part 1 outlines the development of the program. Three major project goals are stated in section 2 and section 3 is an administrator section which includes examples of school projects, tips for good personnel relations, duties and responsibilities, and budget information. Section 4, the artist coordinator's section, outlines job qualifications and responsibilities. Dissemination methods are discussed in section 5, including the use of exhibits and display; newsletters; area newspapers, radio, and television; parent-teacher presentations; parent involvement; and a student newspaper. Section 6 lists various evaluation procedures and section 7 provides 10 points of advice for teachers. Section 8 provides examples of interdisciplinary art activities for each grade level (K-6). Discovering colors, creative movement, painting and sculpture, drama and music, folklore, weaving and basketmaking, film-making, and photography are all tied to basic core subjects and to two all-school events. Section 9 draws conclusions about the success of the program and section 10 consists of 6 appendices: a planning and evaluation form; student, teacher, parent, and art instructor questionnaires; and a newsletter about art and the basics. (LH)

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The Arts – A Missing Link in the Basic Curriculum

A Process Manual to Integrate the Arts into the Elementary School Curriculum for Administrators, Teachers and Community Members

Process Manual Author:
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Project Director for
the Arts and the Basics Program

Based on The Arts and the Basics Program
Shaftsbury Elementary School
Shaftsbury, Vermont 05262
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of The Southwest Vermont
Supervisory Union
Bennington, Vermont

August, 1981

(Initiated by an ESEA, Title IV-C grant)

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Printed by Dave's Press
Photos by: Linda Tilgner - cover
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The Arts and The Basics Program
Shaftsbury Elementary School
Shaftsbury, Vermont

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education (ESEA Title IV-C). However, the opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and no official endorsement by the U.S. Department of Education should be inferred.

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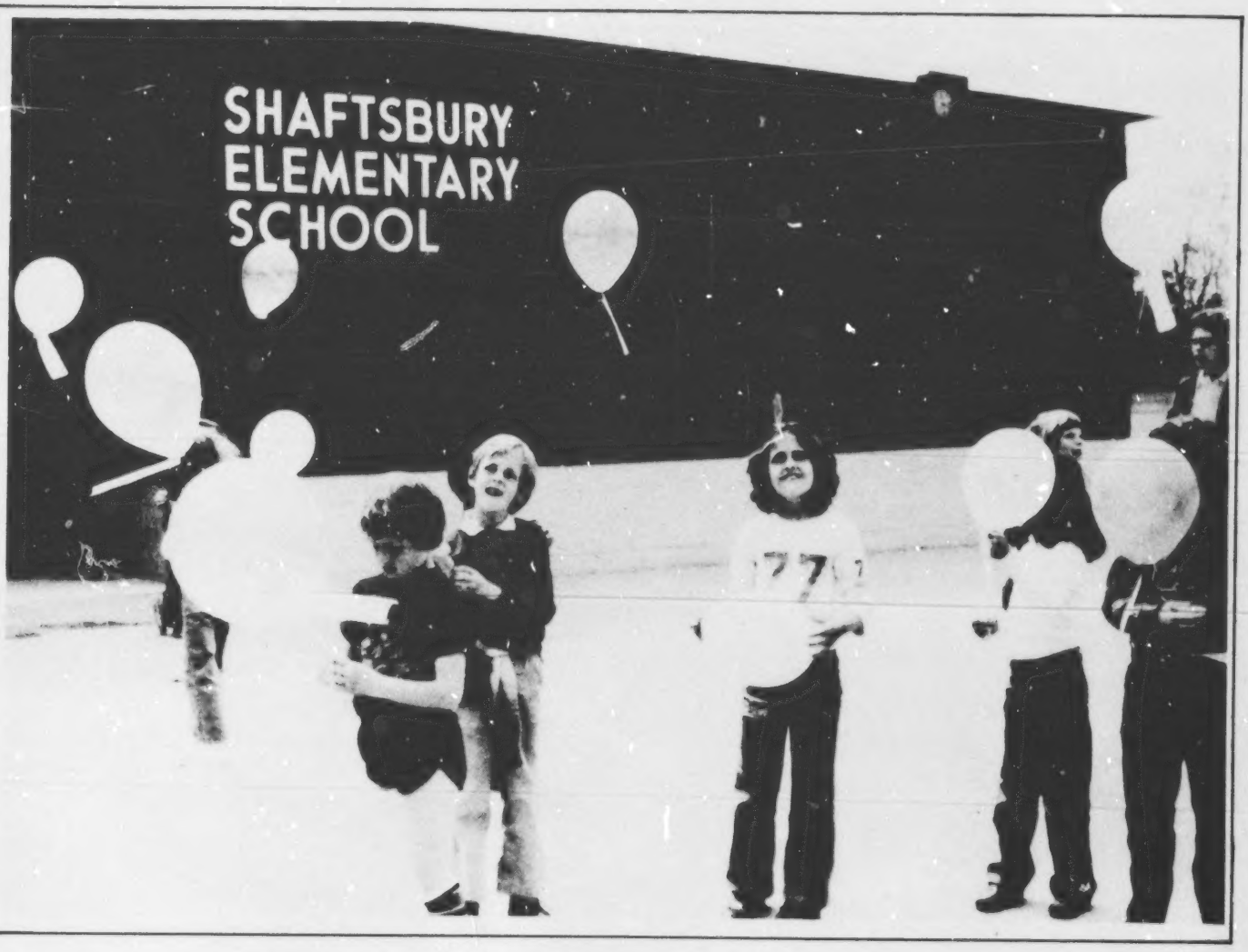
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ARTS AND THE BASICS

In 1977 the Shaftsbury School District received a three-year continuing grant to fund the Arts and the Basics program. This past year, due to the program's overwhelming success, the local school district picked up the funding for the entire project.

A great deal of credit needs to be given to Kathy Link, Arts and the Basics Coordinator, and Sam Carrara, Principal of the Shaftsbury Elementary School, for their untiring efforts in developing the basic concepts, implementing teacher ideas, and coordinating school/community activities.

It is my hope that those of you reading this manual will find it useful in your own classroom or within your own school district. If we may be of any further assistance, please contact us.

Sincerely,

George A. Sleeman

George A. Sleeman
Superintendent of Schools

Preface

The Arts - A Missing Link in the Basic Curriculum Chain is a process manual aimed toward administrators, teachers, parents and artists who want to adopt and adapt an arts program for their elementary school in which the arts serve as the connective tissue between the curriculum and the child's learning processes. It is designed to be read and to be referred to by the administrative and teaching staff who are directly involved in implementing the program. The sections for the Administrator, Artist Coordinator and Teacher focus on their particular roles and have been written with their special concerns in mind. The manual will help parents and artists understand the program's concept and how it works for the child. The contents are based on the success of The Arts and the Basics Program, which is now entering its fifth year as an essential part of the curriculum at the Shaftsbury Elementary School, Shaftsbury, Vermont.

A process manual is more appropriate for this project than a curriculum guide because of the unique nature of the program. Unlike the arts activities at most other elementary schools, Arts and Basics connective activities evolve from the various units within a school curriculum and are hand-tailored to meet instructional needs of the core subject areas. The Shaftsbury program has been compared to a well-managed open classroom situation where there is an atmosphere of creative spontaneity. In this setting, the arts become a necessary learning tool in the elementary curriculum rather than an isolated frill. There are many personal benefits for all those involved: greater self confidence develops; communication skills expand; different ideas are accepted and appreciated; self-images improve; decision making is accomplished and respect for each other is shown.

The manual addresses methods for the process rather than laying down specific guidelines. The manner in which this process is interpreted by another individual school depends on the amount of cooperation that exists within the school community and how committed it is to incorporating the

arts with the academics. The arts may traditionally stand alone, but at Shaftsbury we found that when they are interwoven with the basics, they provide a complete educational experience for the elementary student. The Arts and the Basics Program at the Shaftsbury Elementary School has been identified by the Division of Federal Assistance, Vermont State Department of Education as an exemplary working model for the State. This manual spotlights essential ingredients in Shaftsbury's program that could be used for beginning and continuing a program at other schools.

Acknowledgements

The Arts and the Basics Program has been cited as a model project for the State of Vermont. The success of the project must be given to the Southwest Vermont Supervisory Union; to the Shaftsbury School Board of Directors; to Samuel Carrara, Principal; to all of the staff and every student at The Shaftsbury Elementary School; to artist-instructors from the community and from the Vermont Council on the Arts; to all of the supportive parents; and to the Division of Federal Assistance, Vermont Department of Education, which provided funds and assistance through ESEA, Title IV-C for three years to start up and maintain the project and to prepare the project for validation. The cooperative nature of the school community proved to be the most important ingredient to implement the innovative concepts of the program.

Kathy G. Link

The girl is going to pick some apples.

Danielle

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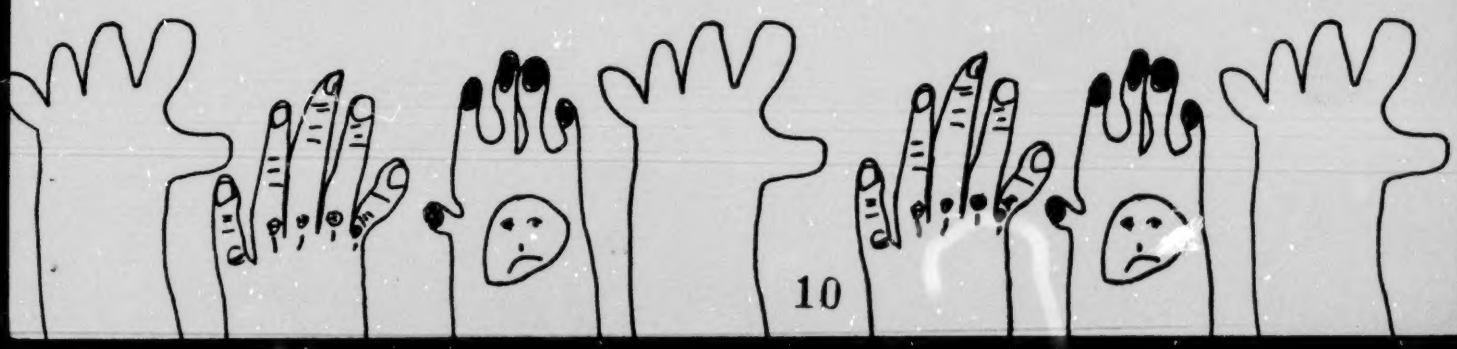

1 Introduction

The Shaftsbury Elementary School serves 260 students, grades K-6, ages 4-13 from a small rural community in Southwestern Vermont. Many of the students are from moderate to low income families which have been unable to provide their children with the cultural and arts experiences that are taken for granted in other larger urban communities.

The school had never had an art program per se; the faculty and administration provided some arts activities incidental to their regular assignments on their own initiative. The Shaftsbury School Board of Directors, administration and faculty recognized their inability to supply the students with needed educational experiences in the arts due to their lack of arts training and limited knowledge of available community resources. They also recognized the value of supplementing and supporting the basic curriculum with arts activities that would provide ways to explore and apply what the children were being taught. This awareness of a missing element spurred on a search for a program that would best fulfill the needs of the school.

In 1976, Samuel Carrara, the Principal, took a grant writing course and soon thereafter attended a workshop on grants for arts programs both of which were sponsored by the Division of Federal Assistance, Vermont Department of Education. He became aware of the possibility of applying for an ESEA Title IV-C major grant to incorporate an innovative art program into the school and at the same time he learned about the specific guidelines which were required as a framework for designing and implementing such a program. Mr. Carrara seized upon the opportunity and brought the idea back to the faculty, who wholeheartedly supported his effort. A committee of administrators and teachers collaborated to identify present educational deficiencies and to research existing arts programs in other school communities. Members of the committee spoke with persons from the local community, faculty members from nearby colleges and directors of arts programs in other elementary schools.

When this preliminary research was completed, Paul Rene, one of Shaftsbury's third-grade teachers,

was given two days of released time to begin the actual grant writing process. The grant application was professionally thought out to respond to Shaftsbury's needs, but also to provide a realistic approach to incorporating the arts into the curriculum at other elementary schools. The application was prepared in the following way:

1. Goals and objectives were set which involved students, teachers and the community.

2. Support statements were gathered from community members, teachers, students, professionals and the school board.

3. A job description which included qualifications, duties and responsibilities was drawn up for a Project Director who was to be given the title of Artist Coordinator.

4. Long and short range activities were proposed listing a wide variety of arts to be integrated with the basic curriculum.

5. A schedule of dissemination efforts such as newsletters, local news coverage, displays and a student newspaper was projected.

6. Evaluation procedures to keep track of the program's progress included questionnaires, reports and meetings.

7. To complete the grant application, a budget was drafted which included the following items: the salary of a full-time Artist Coordinator and benefits; substitutes' pay for teacher release time; artist instructors' payment; travel; materials and printing costs. A total of $14,600.00 was projected in order to begin the Arts and the Basics Program.

8. Plans were also proposed for successive years with the local district assuming 25% the second year and 50% the third year.

In June of 1977 the grant was awarded to the Shaftsbury Elementary School and shortly thereafter the Artist Coordinator was hired to initiate the program's concepts. During the first year of the Arts and the Basics Program, coordinated activities were created and tried. In the second year some activities were repeated and embellished upon while new projects surfaced. By

the third and final year of Federal funding, the program and the connective activities had proven to be an integral part of the school curriculum. A fund-raising drive in the fourth year of the program helped the local school district pick up the complete funding. An appeal letter was sent to a select group of 100 local and surrounding community members asking for donations to help ease the program into the budget. Not only did the community's response raise 25% of the total budgeted amount thereby assuring the program's continuation, it also was an indication to the school board of individual support for the program. By the fifth year, the program is being completely funded by the local district.

2 Project Goals

I. To provide a variety of arts activities to support the core subject areas for kindergarten - sixth grade students.

II. To provide arts educational training and methods of integrating the arts with the basics for administrators and teachers.

III. To involve the community by their participation as artist instructors and/or concerned parents.

The success of the program at Shaftsbury is due in part to a redefinition of the role the arts play in an elementary school. The major purpose of the program is to interweave a wide variety of arts activities into the core subject areas of reading, math, language arts, social studies and science for grades K-6. Choosing the particular art forms depends on the kind of activity which would best bring a unit "alive". This might be creative dance, theatre, painting, drawing, filmmaking, photography, music, creative poetry and prose, sculpture or handcrafts. The innovative twist consists of defining the arts as a learning tool rather than an isolated frill. The arts become a necessary, integral part of the curriculum, supporting the basics. Art is not taught in a vacuum for one period a week without teacher involvement and without follow-up. Arts activities are a part of the units being studied as determined by the Artist Coordinator and teacher. In this way, the arts motivate the child to better understand basic concepts and apply these concepts to actual situations. Experiencing connective arts activities in this way provides a greater creative response to learning from the textbook and allows for more self-development.

Students become involved in the Arts and the Basics concept once the arts activity begins for a class. The variety of arts bring in a variety of artists exposing the students to new ideas and different personalities. This, in itself, is a broadening experience. Children become better listeners, think more openly, learn with enthusiasm and simply like school better.

One Shaftsbury School child commented after being involved in an Arts and Basics activity,

"I learned to watch, be interested. I felt happy about things I do. I love to have people come from all over."

Another child said,

"Arts activities help me learn and puts something in my head to remember..."

When the students were asked how tney felt about their school, one child brightly stated,

"Our school is great because The Arts and the Basics makes a big difference!"

Teachers become directly involved in the project by learning how to correlate the arts with their unit objectives through working closely with the Artist Coordinator. At Shaftsbury School, planning sessions are arranged twice a year in September and January. For these sessions, teachers are each given one-half days of released time to meet with the Project Director to plan for Arts and Basics activity connections in their

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individual classes. The Artist Coordinator, in turn, suggests arts activities that would work well in a particular unit. Tentative schedules are then planned. Many times the Artist Coordinator acts as the resource person if the activity fits within her expertise or another artist instructor is suggested and necessary contacts are made. In the sessions, the teachers learn of newly available artist instructors or resources and of upcoming all-school events being initiated by the program. In addition, teachers are given schedules for Arts and Basics Workshops that are being arranged for their own arts education.

We found these formally scheduled meetings twice a year helped teachers to accomplish long-range planning. Most importantly, they provided communication between teacher and teacher and Artist Coordinator and teacher, and created a linkage between the program and the curriculum that had not existed before. The Artist Coordinator works on a full-time basis, therefore continuous activity planning also occurs daily.

Parents and the community become involved in various ways. One way community members participate in the Shaftsbury project is by sharing their special talents as artist instructors with the school. The State of Vermont and the Shaftsbury area encompass a wealth of artists and cultural resources that, once recognized, provide the expertise necessary to motivate the students and instruct teachers. Having local resource artists participate in the program develops an increased interest in the program and in the school in general.

As the program unfolds, parents became aware of daily Arts and Basics activities by continually changing hallway displays. Best of all, the children speak about the school activities often and bring projects home to share with their parents. During the first three years of the Shaftsbury program, a bi-monthly newsletter was sent home describing how the program worked and cited examples of some of the activities that had occurred in individual classes. The local newspaper and local radio station served as important vehicles to inform the area of the program's progress. Some parents, who did not work during the day, were helping hands for a few of the activities or volunteered their time to go on field trips with the classes. Parents also developed interest in the program through the Parent-Teacher Group and by attending school exhibits and events. At one point, an advisory committee made up of parents was

formed to support the program at the Annual School District Meeting.

Ultimately, the Arts and the Basics Program is designed to help children learn and remember core subjects through creative methods - the arts serving to be the creative tool. Students, teachers, administration and the community become partners in learning and together learn how to use the arts to accomplish the goals. Once the program has gained momentum, the quality of learning deepens, and the arts become another necessary part of the elementary curriculum.

A teacher summed up the feeling so well when she wrote,

> "The personal ramifications for the child are immeasurable (building confidence, learning to share, learning to accept...) all in all an incredibly super experience. A super experience for the children, for the teacher and for the community."

3 Administrator's Section

The first step in beginning an Arts and the Basics Program is recognizing the need.

1. A need to include the arts in an elementary school curriculum that does not have an arts program.

OR

2. A need to redefine an already existing art program in an elementary school.

At the Shaftsbury Elementary School there had never been an art program, yet the school community was aware of the importance arts play in a child's education. The teachers had been responsible for any arts activities that occurred with the help of a few outside resource people, but experiences were limited and lacked consistency. Therefore, at Shaftsbury the original idea was tried when the grant award made it possible to begin the program.

The beauty of The Arts and the Basics Program at Shaftsbury rests in the cooperative nature of the project. The administration and faculty had hatched the concept and were willing to support it. For any school beginning a program it would be essential to involve teachers in all the planning stages. The program, like the activities that evolve, must be hand-tailored to meet the needs of the individual school. For instance, the Artist Coordinator's role may be defined differently than at Shaftsbury according to the size of the school, a departmental head might assume the responsibilities of project administrator, or the total budget might be adjusted up or down.

We found a low-keyed approach to work best in the beginning. We needed a time to get acquainted and introduce the program to the school community. Some teachers are more reluctant to try new methods, so an "open door" policy by the Artist Coordinator proved to be desirable.

> "I was very available to teachers and spent quite a bit of time visiting classrooms and talking with teachers."

It was made known to all the teachers that the program was there for when they needed it, when they felt comfortable with it.

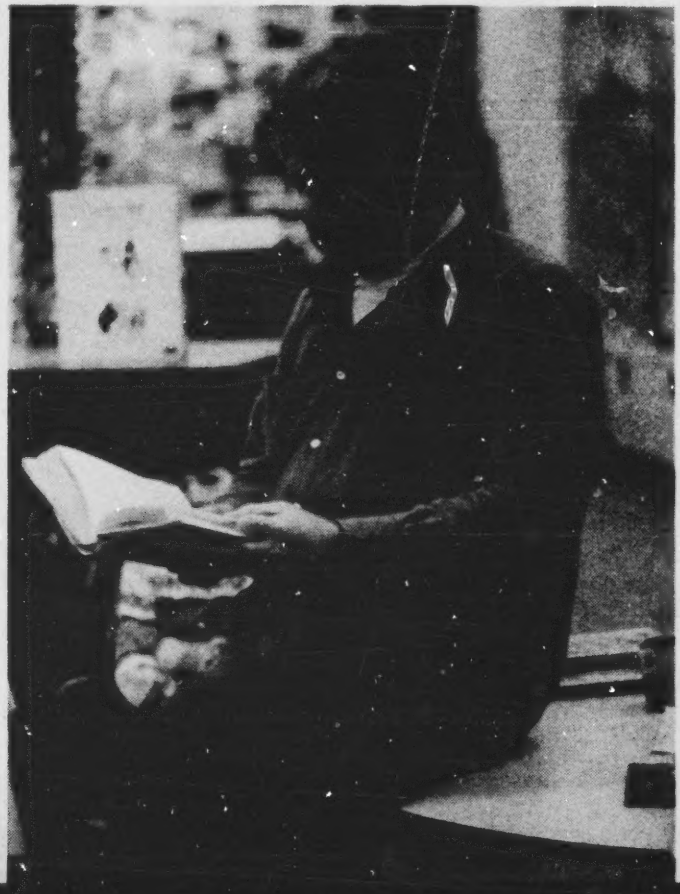
One Shaftsbury teacher expressed his appreciation when he wrote,

> "Our school has this fantastic program where we are able to bring into the school, artists and other resources from many art endeavors. It's better than a regular art program because it's more of what we want, when we can use it."

As activities were tried by some teachers, other teachers became encouraged and began requesting projects for their classrooms.

The teachers' interest in becoming involved in the program was increased by events for the whole school, many of which were partially funded by the Vermont Council on the Arts. By using the Council listing or through individual contacts with artists from the local community, the project staff arranged to have performances or workshops for all school participation. Many times the events were coordinated with an Emphasis Week or Month which had been initiated by the Principal and Artist Coordinator to relate to the general curriculum.

Reading expressively from a classic



For example, one month revolved around "Bringing Classic Books Alive." The Learning Center Specialist exhibited an array of classic books from Mother Goose to Tom Sawyer. Coordinating exhibits with the program turned the Learning Center into a colorful space which spotlighted the theme. A puppet group performed, "The Little Thief of Bagdad" from the 1001 Arabian Nights in an assembly program. A professional storyteller expressively read from the classics to each class over a few days time. The classic movie, "Treasure Island" was shown to the whole school. As a grand finale, each class picked one book to perform in costume at an all-school assembly. This type of an event involved the whole school connecting a variety of art forms to the language arts curriculum. Events for the whole school take long-range preparation and require meaningful follow-up, however, they have very constructive and long lasting effects that make them worth the effort.

A "pirate" from Treasure Island

More time is required to carry out Arts and Basics activities, yet the time is quality time. Although "Art" may not occur regularly once a week as it happens in a more traditional program, it may sometimes occur even more often than that, depending on the units being studied, and be a richer experience. There are always arts objectives connected to unit objectives or vice versa. One supports the other.

When asked what teachers liked best about the program one teacher commented,

> "Its flexibility and adaptability to any and all core subject areas; its motivating qualities and its emphasis on art as an integral part of life, not as a separate once-a-week entry in a plan book."

It is essential for the administrative staff and Artist Coordinator to be in close contact. In order to check the program's progress, informal meetings between the supervisor and Artist Coordinator should occur regularly. The Artist Coordinator should attend faculty meetings and be included on the agenda.

At Shaftsbury, Mr. Carrara, the Principal, is readily available to sit down and review Arts and Basics activities. There is always a good exchange of thoughts and ideas which helps the program run more smoothly. When meeting individually with teachers, Mr. Carrara is helpful in reminding teachers to clearly state their objectives for doing an Arts and Basics activity. It is important to be able to state objectives because it makes teachers and the Artist Coordinator become more articulate in explaining the rationale behind the activities to school board members, parents, etc.

In general, reasons for arts education are not easily understood, that is why it was doubly important to be specific. Parents indicated their understanding of the program in various ways.

One Shaftsbury parent wrote in response to a questionnaire,

> "I am very pleased with Arts and Basics Program. When I was in school our art was valentines, chains at Christmas, shamrocks etc. only on holidays. The program has sure extended far beyond what I ever did."

Community support grows as the rationale gains clarity.

Another parent wrote, in response to the question as to what was the chief merit of the program,

> "That together with the regular curriculum, the result is intensified learning - total immersion - enduring memories. That is's not

art for art's sake at all, but art as a part of everyone's life and education, as an example and as a tool."

Another parent wrote,

"Our children have the advantages of a superior program which integrates and correlates all art forms with basic education. We can boast the advantage of making education more meaningful to each child and enrichment activities that spark the imagination and keep the flame of the new, unusual and interesting experiences alive in education."

Another responsibility for the Supervisor and Artist Coordinator is arranging teacher workshops. During each year at Shaftsbury one or two workshops are offered to educate teachers in using the arts in the classroom. The workshops are scheduled directly after school hours and attendance is usually mandatory. Resource people through The Vermont Council on the Arts, The Resource Agent Program (RAP) or through the local community give workshops in the areas of the arts where teachers lack experience or request more training. This would vary according to teacher interest and backgrounds. The workshops provide a time to work directly with an artist, openly ask questions, solve problems and share new ideas. On a few occasions an artist who was doing an extended residency in the school also gave a teachers' workshop in conjunction with the residency to the faculty to provide a more in depth understanding for the work done with the children.

A final responsibility for the program staff is overseeing the budget. There are five main categories: salaries for professional and non-professional staff, contracted services for artist instructors, art materials and supplies, travel and printing costs.

The program supplies substitutes to allow for teachers to meet formally with the Artist Coordinator to plan for Arts and Basics activities during the school year. A part-time secretary and/or teacher's aide is necessary to do typing for the Artist Coordinator and help with some of the arts activities. Most visiting artists are paid on an hourly basis, others volunteer their time and resident artists who come through the Artist Resident Program or the Touring Aid Program of the Vermont Council on the Arts are hired under contract

with partial funding coming from the school and part from the Council. An amount is allotted for art materials and supplies. This amount is used to purchase special art materials in addition to the general school supply order. Travel expenses are necessary for the program staff to attend workshops and/or give presentations. A category for printing of newsletters, student newspapers and any other publicity is included during the first three years of the program.

The following chart explains approximate start-up costs and costs to continue the program for the following years.

COSTS

Approximate costs for beginning an Arts and the Basics Program are based on the Shaftsbury School's initial grant, 1977, which were designed specifically for the school. The budgeted amount was distributed as follows:

	Start-up Costs	Continuing Costs
1. Salaries	$ 8,400	adjustment for increase
a. Professional (Artist Coordinator)		
Benefits (Social Security, Blue Cross/ Blue Shield, Unemployment)	1,072	" " "
b. Substitutes for teacher release time twice a year	325	" " "
c. Non-Professional (Secretary or Teachers' Aide - not figured in original grant)	1,000 - 1,200	" " "
2. Contracted Services (Artist Instructors)	2,800	$2,500 with adjustment
3. Art Materials and Supplies	1,500	1,000
4. Travel for project staff (for first three years)	200	same
5. Printing (for each of the first three years for publicity & news-letters)	400	same

Note: A category for equipment might also be added if a school does not have basic arts activity needs.

4 The Artist Coordinator's Section

The program director's title is Artist Coordinator. The job qualifications, duties and responsibilities are listed below as outlined in Shaftsbury's original Title IV-C grant. We found at Shaftsbury that this was an accurate expectation of the Artist Coordinator's role.

Job Qualifications

1. Ability to coordinate a cultural education program.

2. Ability to work with teachers and school children.

3. Be artistically talented in one or more areas and be able to communicate these interests to the program participants.

4. Possess the capacity to communicate with talented people in the area and in the state who could contribute to and participate in the program.

Duties and Responsibilities

1. To make all instructional personnel at the Shaftsbury School fully aware of the enrichment possibilities that the arts possess for the betterment of the basics.

2. To identify, with the individual teachers, the objectives of an instructional unit and to ascertain how the arts can become a vehicle for achieving these goals.

3. To develop ongoing training and orientation sessions for teachers.

4. To identify, interview and make selection of visiting artists and/or groups. To coordinate the resources of the Vermont Council on the Arts. Each artist must be made cognizant of his/her role in the development of the instructional objectives before initiating a lesson in the classroom.

5. To provide a follow-up assessment vehicle so that the artist and the teacher can determine the success of the lesson.

6. To identify, orient and schedule community volunteers with a cultural skill to assist whenever possible with the program.

7. To develop a publication that would list all of the community and state people and resources that could be utilized by the classroom teacher after the termination of the Arts and Basics grant.

8. To provide specialized help to teachers in the area of the coordinator's expertise.

9. To develop reporting procedures so that all members of the school and the community at large can be aware of the program.

10. To provide leadership for after-school activities, clubs, etc. that are culturally directed.

11. To establish an ever changing gallery of children's work or other suitable material to be on display at the school.

A redefinition of the role of the arts in the elementary school means a redefinition of the responsibilities of the arts educator.

The Artist Coordinator's position calls for a person who is an artist and who can coordinate activities. As an artist, the person must possess ingenuity to present and carry out art concepts clearly while responding to teacher and student needs with sensitivity. The Artist Coordinator must have expertise in one or more art fields and be aware for many reasons of the potentials that other art forms may offer to the program. As a coordinator, the person must match the appropriate art form with a specific unit in the basic curriculum, guide teachers' ideas and select and work with other artists from many art fields. The Artist Coordinator must possess both arts expertise and organizational abilities in order to carry out his/her responsibilities with professional sensibility.

Since a daily part of the Artist Coordinator's role is dealing with administrators, teachers and students, it is essential to have previous educational experience. The person must basically understand how the routine works to be efficient and effective within a school environment. Diplomacy by the Artist Coordinator

is the single most important characteristic. To impose the program on the daily functioning of the classroom would be detrimental to the progress of the program. That danger is remedied once the program is well underway and proves to be a problem solver rather than an imposition.

It is imperative to have worked with children before assuming the Artist Coordinator's role. Many times, he/she acts as a resource person leading classes in connective activities. One must be able to communicate and relate to the student while fulfilling the objectives of the activity. The Artist Coordinator must be attuned to children's needs. Awareness of children's needs will also help the Artist Coordinator to prepare other artist instructors for working with the classes.

An Artist Coordinator acts as a liaison between teacher and teacher; administrator and teacher; artist instructor and classroom; school and community. The role calls for a person who can communicate necessary information verbally and through the writing of newsletters, reports, etc. An Artist Coordinator who is familiar with the community and school already would have a valuable headstart. Being acquainted with the art community would help when interviewing artists for working in the school.

The Artist Coordinator's open schedule allows him/her time for a variety of essential activities: to be a resource person, to coordinate Arts and Basics activities with teachers and other artist instructors, to hang exhibits, to record the program's progress and to give presentations. Unlike a traditional art teacher, the Artist Coordinator is not locked into a fixed schedule of classes in which he/she comes in, to present an art activity for one period once a week. Instead, an arts activity may be completed within one hour or a few days or it may extend over a longer period of time sometimes led by the Artist Coordinator, other times by a contracted artist instructor. There is always beforehand preparation and follow-up to complete the specific objectives for the activity.

Close contact with teachers is necessary in order to become aware of the units being studied. The half-day released times at Shaftsbury twice a year gives a general overview of the curriculum. Being a daily part of the school and having an open schedule allows the Artist Coordinator time and space to meet with teachers informally during their free

time, visit classrooms and brainstorm new ideas for connective arts and basics activities.

One teacher elaborated on the advantages of having the program and the availability of the Artist Coordinator when she wrote,

> "Because of the program: I teach less in a vacuum. Because of the program, I have -
>
> - a sounding board for ideas and thoughts;
> - a formal opportunity to discuss the program with my colleagues which leads to other informal contacts;
> - a consultant-advisor for projects I want to do independently;
> - a source of books and materials not otherwise available;
> - a 'central clearing house' for the school curriculum which has led to coordination, cooperation and sharing among grade levels;
> - a reason to lay out the skeleton of my year's program.
>
> The Arts and the Basics Program has enriched my life as a teacher and that of my students."

It is the responsibility of the Artist Coordinator to search out and interview resource persons as possible artist instructors. An artist instructor must be able to understand teachers' objectives and relate the arts activity to the unit being studied. An important qualification for an artist instructor is the ability to work and communicate with children. During an activity, new vocabulary is often introduced, which the artist instructor should clarify. At Shaftsbury, teachers often keep a list of "new" words which was later referred to in class discussions and used for doing written work after the activity. Artist instructors need not "talk down" to the children, but do need to gear their presentation to the age group. Usually, artists who have had experience working with children can sense if the ideas presented are being grasped or not while the activity is in progress. The Artist Coordinator can help the resource person by familiarizing him/her with the children's needs before the class session.

Field trips to arts resources outside the school are arranged by the Artist Coordinator to connect with the basic curriculum. It is important to keep in contact with area museums, galleries, historical organizations and other educational resources to receive announcements of upcoming events. At Shaftsbury, an "Arts News" bulletin board was placed outside the teachers room to post flyers and newspaper articles for teachers and visitors. Before a field trip is scheduled, the Artist Coordinator and/or the teacher make contacts with the resource person to explain the unit and the purpose of the trip.

Many times field trips at Shaftsbury become whole school experiences. Students go equipped with sketch pads and pencils to take notes and draw while on their visit. As a follow-up, their notes and pictures are further worked on in class and are used to form a "tapestry." Their work is cut apart and glued on large mural paper thus interweaving words and drawings together to recall and share their trip with their school mates. (The "tapestry" idea has also been used effectively to remember in-school events.) The Artist Coordinator often participates on field trips and acts as a consultant when arranging the tapestry or any other follow-up with the class. (The "tapestry" idea was introduced to Shaftsbury by a writer and visual artist who worked as artist instructors during an extended residency.)

Students take notes and do drawings on field trips

The Artist Coordinator has a busy schedule. It is essential to be organized to manage this challenging program. A well maintained and accessible file system and an up-to-date resource listing are needed to refer to when administrating the program. Also, a day-to-day and month-to-month calendar is useful to make long-range plans when coordinating activities. A workable organized system is important for the Artist Coordinator to maintain when providing teachers with advance notice of all school events, residencies and emphasis weeks if the curriculum and program are to work well together.

It is the responsibility of the Artist Coordinator to disseminate information about the program and its activities throughout the year. Evaluation of the program's progress must also be administered by the Coordinator. The following two sections describe these essential responsibilities in more detail.

5 Dissemination Methods

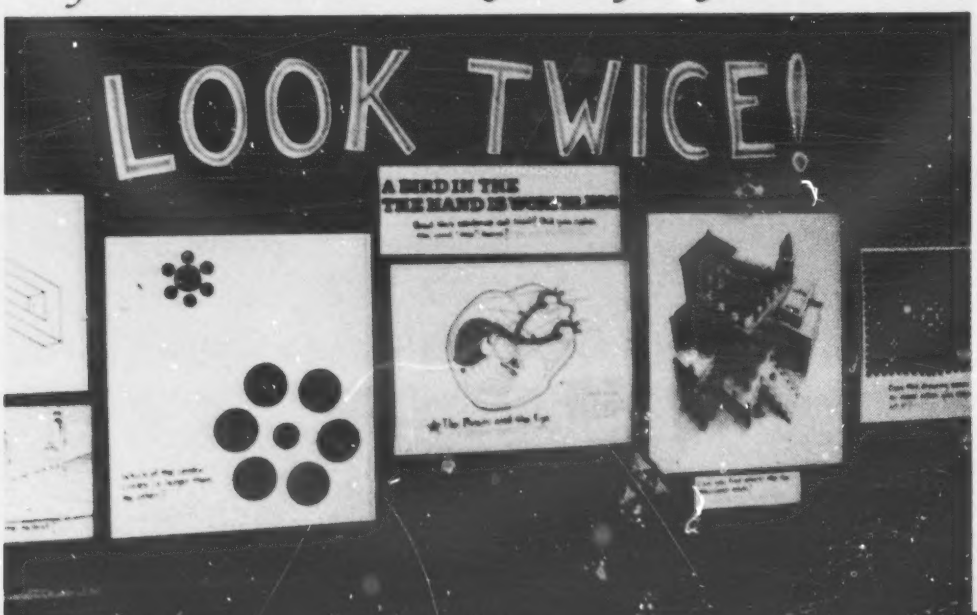
There is a need to inform the school community regularly about an Arts and Basics Program in order to build support and understanding for its goals. Once parents and other community members become interested and involved, the program has a better chance to survive and thrive. Much of the initial responsibility rests on the Artist Coordinator who must be able to communicate the program's concepts and progress through a variety of media.

(1) Exhibits and displays of children's art work or other appropriate materials are an effective way of showing and sharing Arts and Basics activities. The use of a large display board in the main entrance way of the school, space outside classrooms and an additional exhibit area in a multi-purpose room is an efficient way to reach the school community and visitors. Exhibits must change often, be attractive, relate a message and carry explanatory labels.

The Artist Coordinator at Shaftsbury commented,

"I remember observing in the first few months of the program that teachers and children enjoyed seeing classroom work hang in the halls, but it wasn't until I had hung a variety of exhibits in the main hallway that I noticed the children, teachers and visitors stop, look twice and study the theme of it. Throughout the years, the display board has become a central area for visual awareness and public notice."

An optical illusion exhibit to encourage viewer's participation



At Shaftsbury, the main hallway display many times acts as an announcement for an upcoming event including who, why, how, when and where it is to occur. After the event, children's drawings and writings are often displayed to explain their reactions and their recall of the occurrence in detail.

Other exhibit areas, throughout the school, as well as the main display area, provide additional space to display student work, professional art work and exchange exhibits from area schools. Exhibiting Arts and Basics art work in places outside the school is another effective way to spread the good word about the program. Store windows, schools, banks, hospitals and galleries are a few public areas that are willing to show children's art work.

(2) A newsletter about The Arts and the Basics Program written by the Artist Coordinator informs parents of current projects and upcoming events. It can describe how the Program works, give specific examples of Arts and Basics connections as they have occurred in individual classes, report on all-school events and include invitations for parents to upcoming events. The format should be concise and attractive to encourage parents to read it as it reaches home via the students. (See Appendix.)

One Shaftsbury parent commented,

> "I send my extra copy of The A&B News home to my brother who is a sports editor. He is very interested in my children's schoolwork, as are the other relatives and friends."

In addition to the newsletter, brief flyers should be sent home to invite parents to upcoming events and inform them of artist residency schedules.

(3) The area newspaper, radio station and if available the T.V. station can help to inform the local community about the Arts and the Basics Program. Short articles and/or photographs should appear in the local paper a few times throughout the year. One year a group of sixth graders at Shaftsbury wrote an article with photographs as part of an Arts and Basics project. Another time, the Artist Coordinator was interviewed by a local radio commentator and appeared on a local T.V. panel show concerning how schools used a historic house in the area as a resource.

(4) Presentations about the program at Parent-Teacher group gatherings, school board meetings and for other educator's groups by the Artist Coordinator help promote the program's concepts. At Shaftsbury, a slide record of some of the Arts and Basics activities which was kept during the first three years of the program proved very useful in showing the program in action to others.

(5) Parent involvement with some of the Arts and Basics activities is a direct method of gaining support for and understanding of the program. Parents could be invited to go on field trips, hang exhibits, donate materials or attend adult workshops concerning arts education.

(6) A student newspaper of student writings and drawings by the program is an effective method of sharing some of the Arts and Basics work being done in the classroom. Reports, interviews, stories, poetry and activity pages of original work can be included in the publication. The newspaper should be distributed to each child in the classroom. Teachers would need to read the paper to kindergarten and first-grade classes or use it to encourage reading. The students take the paper home to share with their families. The Artist Coordinator acts as the organizer of the student newspaper staff and editor of the paper.

6 Evaluation Procedures

Evaluation procedures need to be designed by an adopting/adapting school of The Arts and Basics Program to assess its effectiveness in achieving its objectives. During the first three years of the program at Shaftsbury the Division of Federal Assistance, Vermont State Department of Education gave important direction to different evaluative methods. The following are methods that we found worked well for our school. Examples of the forms used may be found in the Appendix. (It must be noted at this point that without evaluation data accumulated over the past three years, much of this process manual would not have been possible.)

(1) Questionnaires were filled out at the end of each year for three years by students, teachers, parents and artist instructors. They were compared and analyzed each year. Written comments by all involved gave a good indication where improvements were needed and how effective the program really was. They were especially helpful to the Artist Coordinator when writing reports and newsletters.

(2) An Arts and Basics Activity Planning and Evaluation form designed to record each activity as it occurred proved very useful. It included a description of the activity, basic objectives accomplished, follow-up activities and an evaluation of the activity and resource person. It served as a reminder of what arts activities had connected with the curriculum, which resources had worked well and what follow-up events were stimulated. It also gave teachers a space to write how they felt about a particular activity. A notebook has been kept of the activity forms and is referred to regularly.

(3) A detailed calendar was kept by the Artist Coordinator to correlate with the time line of events.

(4) Two on-site team visits, organized by the Division of Federal Assistance, evaluated the program's progress during the first and third year of the program and provided written reports for the project staff, Superintendent and School Board.

(5) Most importantly meetings between the principal,

teachers and Artist Coordinator were on-going to reassess program goals and effectiveness.

(6) Observation by teachers, the Artist Coordinator and artist instructors provide a record of student attitude and response to the activities. A slide and photograph collection have been kept to record both the process and products of the activities.

Teacher's Section

The Arts and the Basics Program is designed to coordinate arts activities with the core subject areas for elementary school age children. Units are brought "alive" through a meaningful variety of arts activities. Much of the success of the program depends on teacher involvement. When children experience learning through graphic, creative means, they respond, remember, respect and grow.

A Shaftsbury teacher quoted,

> "There's nothing like a hands on experience... 'I hear and I forget. I touch and I remember. I do and I understand'."

Becoming actively involved in the program provides endless possibilities for a classroom teacher. Fresh ideas will blossom, attitudes will improve and teaching simply becomes a more creative and challenging occupation.

Another Shaftsbury teacher wrote in response to an Arts and Basics questionnaire,

> "I have a fear that lurks in the shadows of my life - that of becoming an insensitive, in-a-rut teacher wearing blinders, providing my students with reading, writing and computing skills, but forgetting that these are, after all, merely tools to use to learn about their world and to solve problems they will encounter in their lives.
>
> The Arts and the Basics Program, in particular, is insurance against this. It is important to me as a teacher as it is to my students."

The arts are learning tools as well. The combination of the arts with the academics provides balanced experiences necessary in the child's development. We, as educators, are responsible for supplying such experiences.

Heed This Advice:

(1) Take part in initiating the program for your school. It is a program that works for you and your students. It is a resource, a catalogue and a sounding board for your own creative ideas.

(2) Work directly with the Artist Coordinator. The Artist Coordinator will brainstorm ideas with you, filter them out and come up with meaningful arts activities, which you both agree to try.

Sometimes a workshop is repeated more than once to involve a few teachers at each time rather than all teachers

(3) Attend Arts and Basics Workshops for your own arts education. Usually, that means giving extra time outside of school hours. However, if you have not been exposed to a variety of arts you need to spend that extra time. If you have, you can always learn more!

(4) Study your units thoroughly. During the half day release time provided for planning Arts and Basics activities with the Artist Coordinator, it is beneficial for you to outline your upcoming units of study. Planning ahead can also help you organize

for the months ahead. Remember, the Artist Coordinator works on a full-time basis, so go to her/him whenever an idea seems to need some advice.

(5) Talk with your fellow teachers, share thoughts and ideas. Once you see an Arts and Basics activity work in another classroom, find out how it connected with that teacher's unit. Many times, an activity can be adapted to your unit to achieve different results.

(6) Plan with the artist instructor. In order to have a successful Arts and Basics acitvity make complete plans with the resource person who will be working in your room. If possible talk directly with the artist instructor or do it through the Artist Coordinator before the scheduled activity. It is necessary for the artist to understand your objectives and you need to be aware of the artist's approach.

(7) Use the program in different ways. Think of using the program for your whole class. Other times, use it for small groups of your class. The program is flexible and the concept can be interpreted in a variety of ways.

(8) Schedule Arts and Basics activities to best fit your plans. Determine with the Artist Coordinator where in the unit the arts activity would be most meaningful to your students. Scheduling may have to be adjusted to allow enough time to complete the activity. For example, if the arts activity is chosen to enhance a Social Studies unit, schedule the activity during the regular Social Studies time allowing more time if needed. Keep in mind, your students will be receiving in depth experiences from which quality learning results.

(9) Participate in the activity. It is necessary for you to either participate in or observe the activity led by an artist instructor. This is important for your own arts training and for follow-up with your students. It must be understood that the program does not act as a once-a-week art period replacement.

(10) Fill out Arts and Basics evaluation forms. After each Arts and Basics activity, work together with the Artist Coordinator to fill out an evaluation form to describe the activity, objectives accomplished, follow-up activities and evaluation of the resource person(s). It is important to keep a detailed record of the activities which can later be used as a resource catalogue.

The Arts and the Basics Program works for the teacher but in turn, teacher involvement is essential. It takes time, energy, and long-range planning by both parties. Once you have worked with it for a while and witnessed your students' awareness, appreciation, attitudes and skills improve and grow, then you will realize the worthiness of the arts becoming an integral part of the curriculum. In this case, the process becomes more important than the product because the product is only one result of the process.

The following are a few quotes from Shaftsbury teachers who have benefited from the program for four years:

> "The Arts and the Basics Program has improved my teaching, in terms of creativity. Skill development has become 'hands-on' fun and more cohesive in relating to application. I am more creative and so are my kids."
>
> "My students are beginning to think more analytically now that art concepts are not taught in isolation."
>
> "I really have become more aware of the variety of arts from this program. It's so applicable to education."
>
> "I have seen students' motivation increase resulting in both study skills and improved work. Students simply like school better because of the Arts and the Basics."
>
> "Because of the Arts and Basics Program, I have become a more proficient planner."
>
> "Watching and listening to our Artist Coordinator and our guest artists has been more helpful to me than any college course."
>
> "The best program a school could have! A program which allows the classroom to extend far beyond its limits and the limits of its teacher."

And here are some quotes from Shaftsbury students.

> "The Arts and Basics activities help me write better. They help me draw better. They help

me read better. They help me solve problems better."

"I feel messy when we are doing something messy, but besides that I feel warm and great inside. P.S. I like to have lots of time to do Arts and Basics activities."

"When I do an Arts and Basics activity, I feel like I have something (an idea) boiling and I get to pour it out. That is when I'm allowed to think up my own ideas, but if something is assigned, I feel as though I'm forced to do it and it isn't enjoyable and I can't do my best."

"You learn how to work together. You learn to show your abilities."

"I learn more about something by trying it. I also feel like in science, I do better work when I do an arts project with science."

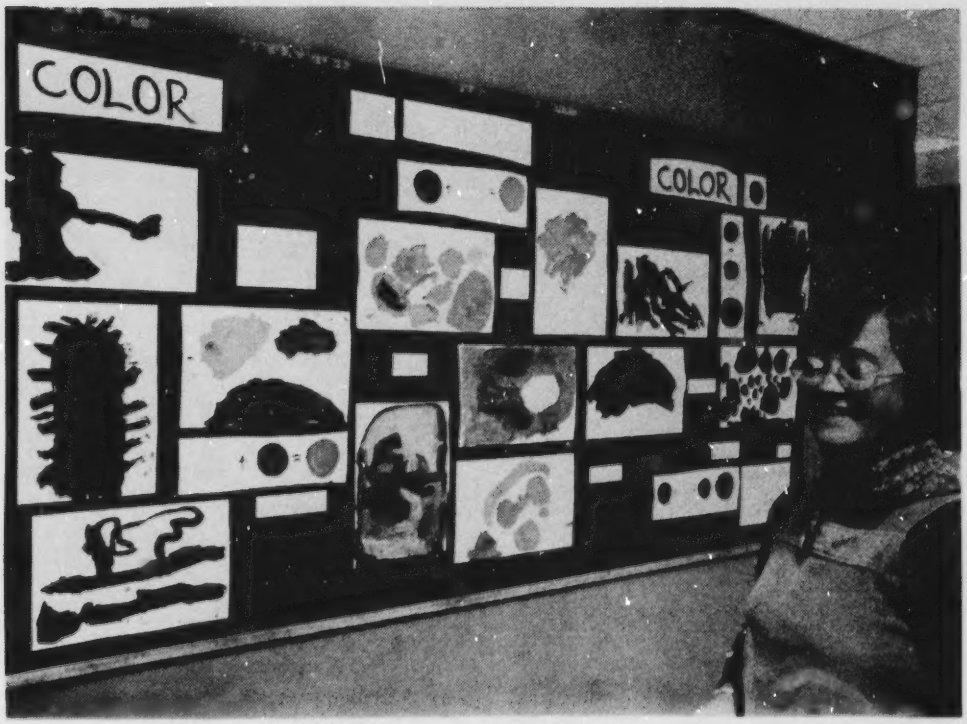
"This school is better than other schools I've been to. There is a bigger assortment of what to do, like make movies. I like it here."

8 A Sampler of Connective Arts and Basic Activities and Events

The following pages give examples of connective Arts activities that worked with the basic units at The Shaftsbury Elementary School. Realizing that every school has slightly different curriculums, the sampler is intended to give you a better idea about how the program works in our school and spur on your own ideas. Examples are given for each grade, kindergarten through sixth and for two all-school events.

Kindergarten

Arts Activity		Subject Connection
Discovering Colors	⟷	Verbalizing, Reading, Math, Science



A basic objective for a kindergartener is to be able to recognize, distinguish and name colors. The teacher works with the classes, before hand, giving them repeated visual exercises in naming the basic colors - red, yellow, blue, orange, green and purple. The arts activity begins when he/she feels the class is close to mastering that task. Three sessions are scheduled to reinforce the previous exercises and show how the primary colors, red, blue and yellow can be mixed in pairs to make the secondary colors, green, orange and purple. The Artist Coordinator and the teacher choose three different art media to do the experiments.

We decided to try making green first by mixing tempera paint. The Coordinator came into the classroom with one jar of yellow and one jar of blue tempera paint. While the class watched, she performed "magic" for them by pouring a little blue and a bit more yellow into a jar, mixed it and to their amazement made green! She showed them another way of mixing green. She took a green apple, cut in half, dipped it in blue and then yellow paint and printed the new color, green, on a piece of paper cut out in the shape of an apple. Since late September is a month to study apples, the students were asked to perform magic and turn their apple paper into green. Off we all went to the Art Room and each child enthusiastically made a green apple from mixing and printing with blue and yellow. Kindergarteners learn especially well by repetition, so we repeated the color mixture often during the activity and a color equation was shown to help the children remember and "read."

During other sessions, orange was produced by dipping cloth leaf shapes in yellow and red dye. Purple was discovered when each child mixed red and blue finger paint together to make a finger drawing of something purple. Additional equations were added to the first yellow and blue equation. The green apples, orange leaves and purple paintings with the equations were put on display outside the classroom for others to see.

The activity did not end here. The teacher continued to refer to the experiments when recalling color names in stories, songs, art prints and other color discovery projects throughout the year. The arts activity often carries on into future activities.

First Grade - Learning Letters and Numbers

Arts Activity		Subject Connection
Creative Movement Viewing Sculpture	⟷	Writing, Math

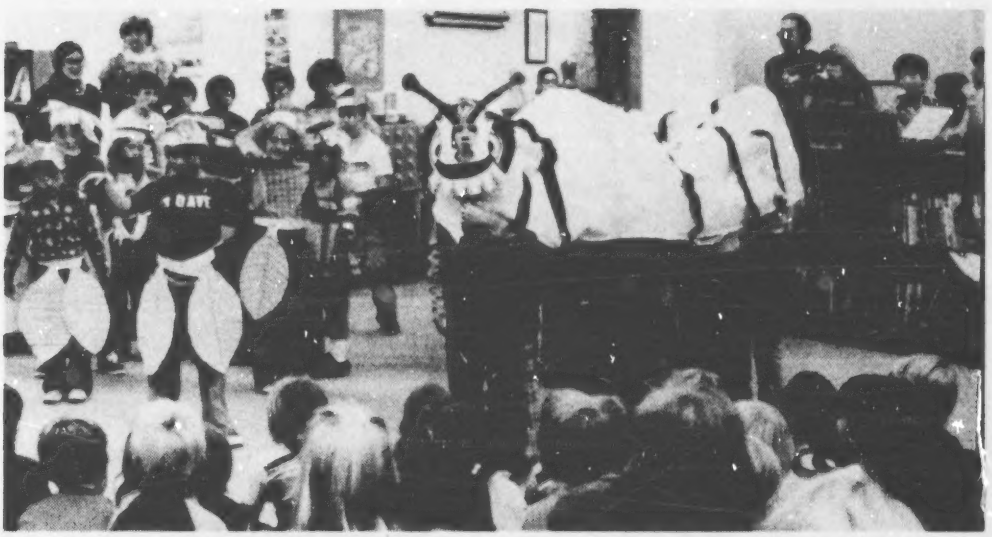
First graders must begin to put pencil to paper to form letters and numbers early in the school year. That task may be accomplished by rote, but through introducing the concept of straight, curved lines, planes and basic geometric shapes through creative movement beforehand, we found first graders better prepared for the task.

A Creative Movement Specialist warmed up the group with a session of stretching, bending and exploring space with their bodies in their classroom. The second session was led by the artist instructor at a nearby outdoor sculpture show. Moving around and through large metal sculptures, the children traced straight and curved paths and learned the meaning of planes created by the lines with their bodies. The class was attentive as they participated with the artist instructor. Before returning to school, each child was given paper and pencils to

draw the straight and curved basic shape sculptures. The following day, the class constructed miniature cardboard and wood shape sculptures with another artist instructor. Each activity helped the children experience the straight and curved concept through their senses with their bodies. The activities prepared the class to then put pencil to paper to form letters, words and numbers made up of straight and curved lines. Simply, the meaning of the terms "curved" and "straight" used to describe the formation of a letter shape was more easily understood.

Second Grade - The Monarch Butterfly

Arts Activity		Subject Connection
Painting, Sculpture, Creative Movement, Drama, Music	⟷	Science, Math, Language Arts



Second graders are ready to make a detailed scientific study concerning the development of the Monarch butterfly. The two classes study different stages of the development - from the caterpillar to the chrysalis to the hatching of the butterfly. It is a study that involves many projects including a variety of arts activities and resource people.

One class fashioned the yellow, black and white caterpillars from Paris craft (the material plaster

casts are made from), painted and wrote short poems about them. The other class cut the butterfly shape and painted the intricate patterns of the Monarch butterfly's wings. The math concept of symmetry was introduced in the painting process. The paper butterflies were stuffed to give them stiffness, so later they could be suspended and displayed in the library with the three-dimensional caterpillars. Meanwhile, Monarch caterpillars were brought into the class for the children to observe them changing into the chrysalis stage, then into the butterfly. As a finale, both classes dramatized the beautiful, sequential cycle. One class became the undulating caterpillar under a striped sheet. Part of the other class wrapped in green strips of sheeting showed the bound up chrysalis stage. The rest of the class assumed the positions of butterflies and bright colored flowers. Music played by some of the second graders was coordinated with the movement. A student narrator guided the parade and performance for an audience of kindergarteners, third graders and parents. The physical education teacher and music teacher helped with the movement and tunes respectively. All the costumes were made by the children - simply, and effectively.

We have repeated this activity for several years with some alterations - always with wonderful results.

There is a great deal of interchange between both second grade classes and sharing with other classes. It is a fine learning experience, by doing, that the children do not forget!

Third Grade - North American Indians

Arts Activity		Subject Connection
Folklore Weaving Basketmaking		Social Studies Language Arts

A high point for both third grade classes is a regional study of the North American Indians. The emphasis is on the many different kinds of Indians that exist and how each group coped with the environment in the past and deal with it in the present.

The Arts and the Basics Program arranged to bring in a North American Indian expert to speak with

classes and show artifacts that the children could handle. He answered many questions concerning the likenesses and differences of the people. A local historian came in to show each class slides of the Eastern Woodland Indians. A local weaver demonstrated on a Navajo loom which she brought in and the children also tried their hand at it. Finally, a basket weaver, provided through The Vermont Council on the Arts, Crafts-in-the-Schools Program, led each class in fashioning reed baskets in the Southwest Indian tradition. The teachers worked diligently along with their students and the baskets they made were later displayed in the Learning Center with library books about the subject.

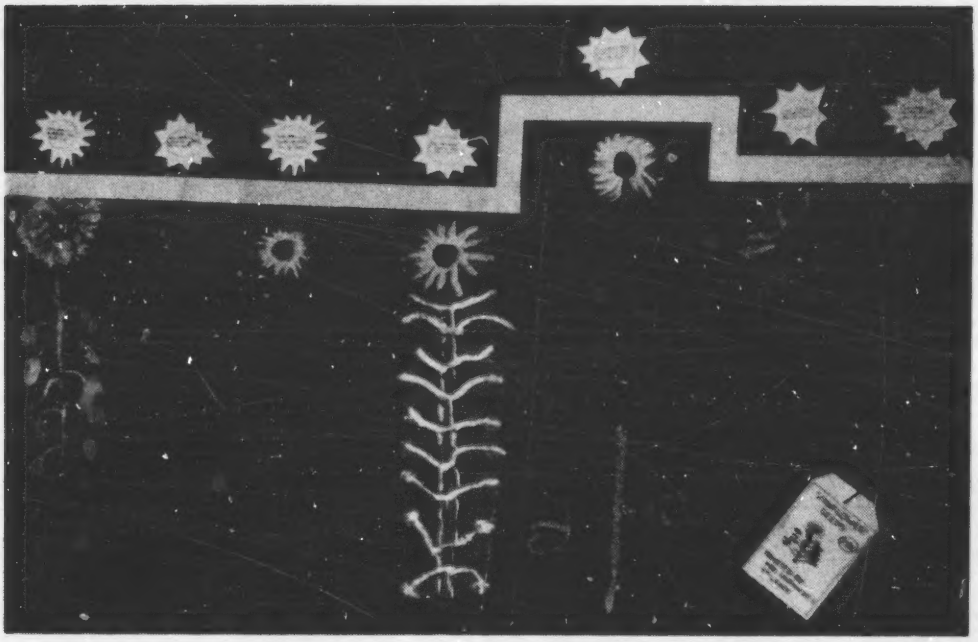
The resource people and the hands-on activities motivated the children to gain a better understanding for the North American Indians. The children's interest increased and their written reports were articulate and thoughtful.

Fourth Grade - Sunflowers

Arts Activity		Subject Connection
Painting, Drawing	⟷	Science, Math (Metrics)

When a fourth grade class was involved in a Science study of plants and flowers, the Artist Coordinator potted a live sunflower from her garden and brought it into the classroom. Because of its size it provided a fine example for close observation. Then the teacher came up with a bright idea. In addition to using the sunflower for the Science unit, she decided to use it for the Metric unit too. The leaves, petals, stalk and center were measured and noted by the class. There was discussion about the seeds with questions being asked about patterning, use, and formation. Research was done and reports were written.

The class then got another bright idea. They decided to compare their height to the sunflower's height. By then, the sunflower was beginning to droop. The teacher came to me and we decided to try an arts activity to remedy the problem. Large mural paper was cut lengthwise to each child's height. The papers were arranged in upright positions throughout the Art Room for each child to paint their interpretation of a sunflower. The Artist Coordinator cut a bouquet of fresh sunflowers to be placed in the Art Room while



she led the children in observing and painting their own individual sunflowers. The result was a vibrant patch of sunflowers of different heights. For a follow through, each child measured their painted sunflower and compared it to their own height in metrics. A label was filled out by every child and displayed above their own sunflower.

The following Spring, the class prepared and planted a bed of sunflowers behind their classroom for next year's fourth grade class study.

Fifth Grade - Greek Mythology and Astronomy

Arts Activity		Subject Connection
Drama - Role playing	⟷	Language Arts Science - Astronomy

Greek Mythology and Astronomy are studied in some depth through textbooks when children reach fifth grade. The Arts and the Basics Program enlivened the units by arranging a five-day residency with a college professor and a theatrical artist, who worked with each of the classes. The college professor,

along with his assistant, spent part of each day introducing Greek myths to the classes and explaining how they correlate with Astronomy. Meanwhile, the theatrical artist prepared the classes for enacting a shadow puppet play that he wrote and developed entitled, "The Old Temple of Change." The students and teachers came to understand the roles of the Greek gods and goddesses through their involvement in making a tape of the script and operating the puppets. The play was performed for the whole school and for many visitors. A video-tape was made of the performance and shown in the fifth grade classrooms as a follow-up.

It was a highly worthwhile project for everyone involved. The students' enthusiastic cooperation in the activities helped them apply basic textbook information to a dramatic production. Beyond that, the activity improved their self-confidence in expressive reading and in their own self images. This activity motivated the teachers to do an additional project. Each child extensively researched the origins of their first names and put together, "Name Books." An 8" x 10" portrait was taken of each child by sixth grade photographers to complete their hand-bound keepsakes.

Sixth Grade - Creating story lines

Arts Activity		Subject Connection
Filmmaking Photography Music	⟷	Language Arts, Science, Math

A filmmaking project was coordinated for both sixth grade classes in the early part of the school year to motivate creative writing. A professional filmmaker, through the Artist-in-Resident Program of The Vermont Council on the Arts, led two two-and-a-half day workshops for each class. The student groups organized their own story lines, operated the movie cameras, developed and edited their films and syncronized sound tracks to create Super 8 black and white films. Math skills and science knowledge was used throughout the activity. The students worked cooperatively and followed a complex process to completion. Many individuals gained a great deal of confidence, once they realized they could accomplish such an involved and creative process.

As a continuation of the arts project, a local photographer worked with small groups of sixth graders throughout the year teaching them how to use 35 mm. cameras, and develop and print film in the school's darkroom. Those students in turn taught their fellow classmates.

We found that the filmmaking project was an effective way to bring the classes together and prepare them for many creative writing times ahead. As the children discovered, there are similarities to putting together a film and writing a story. Both are made of many parts that need to be arranged or rearranged to make it be a complete and interesting piece.

EXAMPLES OF ALL SCHOOL ACTIVITIES

Artist Residency for Grade 1-6

The Arts and the Basics Program coordinates artist residencies with the basic curriculum for all classes during each year.

For the past four years, a poet, through the Artist-in-Resident Program of The Vermont Council on the Arts, spent two weeks giving workshops. One week, the poet worked with each class from grades 4-6 and a second week with grades 1-3. The classes met individually with the poet for about one hour a day. He presented thought-provoking topics to the

children which stimulated creative writings and drawings to accompany the students' original words. Each day led to more voyages into the imagination with writings flowing from every child. The writings were started in the workshops and continued during additional classroom time scheduled by the teachers. Much sharing within classes and between classes occurred and the work was put up on display throughout the school. Parents were invited to observe the workshops. A selection of written work was published and distributed to the children to read and take home to share with their parents.

Working with an artist for an extended amount of time provides consistency in approach for the students and teachers. A variety of methods and resources are made available to the teachers for their own training. Teachers have the opportunity to observe their children from a different perspective which leads many times to a better understanding of them. Every residency broadens the scope of the curriculum and provides a resource of professional expertise.

Emphasis Weeks for All School Participation

The Arts and the Basics Program initiates events for all school participation, coordinated by the Principal, Artist Coordinator and teachers. A theme is determined which relates to the curriculum in general. Usually, two different emphasis weeks are scheduled during the year.

This past year, one emphasis week revolved around, "The Beauty of the Hand-Written Word." The theme was chosen to encourage students to become aware of their handwriting. The program spotlighted the art of calligraphy and brought in local resource people to demonstrate a variety of styles for each class. Among the resource people was our local postmaster who showed the classes his beautiful script. An exhibit of calligraphy done by high school students was displayed in the main hallway. The Learning Center Specialist and Artist Coordinator worked together to exhibit calligraphic pieces done in the classes. The professional calligrapher, who had demonstrated the art, and the Artist Coordinator were scheduled to lead individual classes in trying their hand at it.

Actually, the emphasis week led into an emphasis month as the children developed great interest and appreciation for the art of calligraphy.

After the calligrapher had guided a class, one teacher observed in follow-up,

> "Students titled stories, poems, name cards and book markers with their new found skill. My students took on a new appreciation for neatness and precision in their own handwriting. Some took pride in writing their own names on classroom assignments like they had never done before."

Other projects, such as an alphabet mobile, title pages for student written books, and hand-lettered poems resulted from the emphasis month. Parents and teachers expressed their interest, so an evening calligraphy workshop was offered by the professional calligrapher.

Emphasis weeks require long-range planning and need plenty of advance notice for preparation time and for follow-up activities. They are essential because they reach all the classes and many times encourage whole school community interest and involvement.

41

9 Conclusion

This process manual emphasizes the essential ingredients needed to provide success for initiating an innovative arts program for other schools which are aware of the importance arts play in education. When integrated into the curriculum, the arts offer unique opportunities to explore and discover far beyond the textbook. Arts and Basics experiences are enriching for all involved.

One artist instructor at Shaftsbury School wrote,

"I think that the Arts and the Basics Program plays an important role in the Shaftsbury curriculum. Shaftsbury students are very aware of it, teachers mention it frequently and seem most appreciative of it. The arts are not extras or frills or frosting or fats in any budget - they are a kind of grammar or geometry of thought. Students, like civilizations, need what clarity these disciplines can bring to them."

It is hoped that this process manual will help other schools adopt and adapt an Arts and the Basics Program using Shaftsbury School's experience as a guide. We found that arts are basic in a child's development and together with the academics, they dance a fine tango! One complements the other while the arts prove to be a missing link in the basic curriculum chain.

Contact: Samuel Carrara, Principal
Kathy Gerlach Link, Artist Coordinator

Address: Shaftsbury Elementary School
East Street
Shaftsbury, Vermont 05262
Telephone: (802) 442-4373

Appliqued self-image flags made by first graders

10 Appendix

Sample forms of

1. The Arts and the Basics Activity Planning and Evaluation Form 47

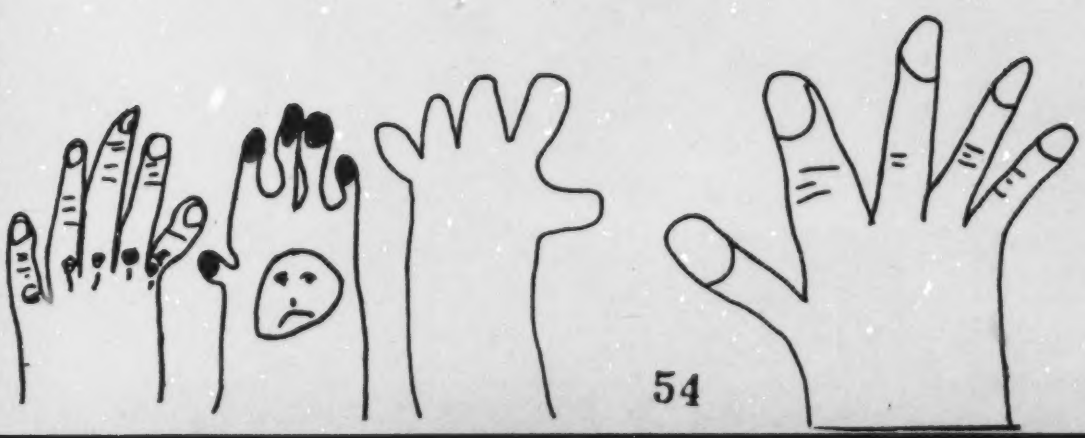
2. Student Questionnaire 50

3. Teacher Questionnaire 53

4. Parent Questionnaire 57

5. Artist Instructor Questionnaire 58

6. The A&B News, A Newsletter about The Arts and the Basics 59



SAMPLE FORM

The Arts and the Basics
Activity Planning and Evaluation Form

Resource/Artist Instructor(s) _____

Address _____ Phone _____

Address _____ Phone _____

Field _____ Projected Instruction Date _____

Estimated Instructional Time _____

Teacher(s) _____ Grade _____

_____ Grade _____

_____ Grade _____

No. of Students Involved _____

Type of Arts & Basics Activity	Subject Connection
☐ Literary Arts	☐ Reading
☐ Poetry/Prose	☐ Writing
☐ Play-writing	☐ Math
☐ Performing Arts	☐ Social Studies
☐ Theatre (Drama, role-playing)	☐ Science
☐ Dance/Creative Movement/Mime	☐ Spelling
☐ Music	☐ Career Education
☐ Visual Arts	☐ Health
☐ Drawing/Painting	
☐ Photography/filmmaking	
☐ Graphics and Printing	
☐ Sculpture	
☐ Hand Crafts	
☐ Pottery	
☐ Weaving/Stitchery (fiber art)	
☐ Woodworking	
☐ Field Trip	

Where _____ No. of Parents _____

1 The Arts and the Basics Activity Planning and Evaluation Forms are filled out by the Artist Coordinator and teacher(s) for each activity that occurred throughout the year. A notebook is kept to record the variety of activities and to refer to, during the released planning times.

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Purpose _____

_____

Other (describe) _____

_____

Description of Activity _____

_____

_____

Materials Needed _____

_____

Basic Objectives Accomplished

- ☐ Expansion of Communication Skills (writing & speaking)
- ☐ Acceptance/appreciation of ideas different than their own
- ☐ Appreciation of the Arts as a form of expression
- ☐ Fine & gross motor skills improvement
- ☐ Creativity & originality shown
- ☐ Improvement of self-image & confidence in their own abilities
- ☐ Decision making accomplished
- ☐ Sense of responsibility shown
- ☐ Science concepts better understood through arts-related experimentation
- ☐ Expressed feelings in a creative form
- ☐ Worked cooperatively
- ☐ Attentiveness & participation shown
- ☐ Respect shown for each other & for artist-instructor
- ☐ Math skills explored & clarified through Arts experience
- ☐ Improvement in expressive reading
- ☐ Others(list) _____

_____

Follow-up Activities _____

_____

Evaluation of Activities _____

_____

_____

Evaluation of Resource Person _____

_____

_____

2, 3, 4, 5

SAMPLE OF STUDENT, TEACHER,

PARENT AND ARTIST INSTRUCTOR

QUESTIONNAIRES

Student, Teacher and Parent Questionnaires were administered in May for the first three years of the program.

2 STUDENT QUESTIONNAIRES - SAMPLE FORMS

Note: Teachers of kindergarten through second grade administrated the questionnaire by asking their class on the whole the questions, then noted their student's responses.

Student Questionnaire

for the Arts and the Basics Program

K-2

Shaftsbury Elementary School

Date_____ No. of students responding_____ Grade_____

Total enrollment of class _____ Teacher_____

To the teachers: Ask your whole class the following questions and write down their different answers. If you need to recall specific events, please do.

1) What comes into your head when you think about the arts?

2) How do you feel when you do an arts activity?

3) When you did an arts activity, how did it help you learn more about one of your units of study? Please give examples.

4) If you were to describe your school to a friend visiting from another town, what would you say?

SAMPLE FORM

Student Questionnaire

for The Arts and the Basics Program

Grades 3-6

Shaftsbury Elementary School

Date_____ Grade_____

Name_____

* Please keep in mind the Arts and Basics includes many kinds of art such as: photography, dance, drama, hand crafts, music, drawing and painting to help you learn reading, writing, speaking, math, science and social studies.

	All of the time	Most of the time	Sometimes	Not Often	Don't Know
1. I do many kinds of arts projects.					
2. Pictures of grass should always be colored green.					
3. It is more fun to write about something after you have seen or done it.					
4. We do plenty of arts activities in school.					
5. The arts can be a good way of telling something different in another way.					
6. I like working with my hands.					
7. I have gone to museums, exhibits and other places where I can learn things.					

	All of the time	Most of the time	Sometimes	Not often	Don't Know
8. Art is drawing and painting.					
9. School is too much sitting.					
10. I like to meet people with different ideas than my own.					

Section II. Please write brief sentences when answering these questions.

1) What comes into your head when you think about the arts?

2) How do you feel when you do an arts activity?

3) Write a few sentences about how arts activities helped you learn more about other subject areas?

4) If you were to describe your school to a friend visiting from another town, what would you say?

Teacher Questionnaire
concerning The Arts and the Basics Program

Shaftsbury Elementary School

Date_____ Name_____

Grade_____

1) Have you observed changes in your students as a result of the Arts and the Basics Program?

1._____ 2._____ 3._____ 4._____ 5._____

Very Negative Changes | Neutral | Very Positive Changes

Comments:

2) How well have you and the Artist Coordinator worked together?

1._____ 2._____ 3._____ 4._____ 5._____

Terribly | So-so | Very well

Comments:

3) How well have arts activities connected to basic learning experiences in your classroom?

1._____ 2._____ 3._____ 4._____ 5._____

Very Unrelated | Neutral | Very related

Comments:

4) Taken as a whole, how effective have artist-instructors been in your class?

1._____ 2._____ 3._____ 4._____ 5._____

Very effective | Neutral | Very effective

Comments:

5) Would you like to be able to include artist instructors more often in your class?

1._____ 2._____ 3._____ 4._____ 5._____

Never again | At the current level | More frequently

Comments:

6) Students demonstrated a better understanding of core subjects as a result of the Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

7) Students expanded their communication skills as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

8) Students displayed a greater sense of appreciation and acceptance of ideas that were different from their own as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

9) Students demonstrated an appreciation of the arts as a form of expression as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

10) Students showed improvement in fine and gross motor skills as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

11) Students demonstrated creativity and originality in their art work and basic work as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

12) Students displayed increased interest in core subjects as demonstrated by their involvement in class projects as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

13) Students showed a better self image and confidence in their abilities as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

14) Students showed greater appreciation for the school and its activities as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Much worse | Neutral | Much better

Comments:

15) Teachers integrated arts experiences into their program more often as a result of Arts and Basics activities.

1._____ 2._____ 3._____ 4._____ 5._____

Not at all | Somewhat | A great deal

Comments:

16) Are you more interested in the Arts as a result of the Arts and Basics Program?

1._____ 2._____ 3._____ 4._____ 5._____

Less interested | Neutral | Very interested

Comments:

17) Would you feel comfortable presenting arts in your classroom without the help of an artist instructor or the Program Director?

1._____ 2._____ 3._____ 4._____ 5._____

Very uncomfortable | Neutral | Very comfortable

Comments:

18) How helpful has training in arts been for you so far?

1._____ 2._____ 3._____ 4._____ 5._____

Not helpful | Neutral | Very helpful

Comments:

19) What things would you like to learn more about related to using the arts in the classroom?

Comments:

20) What format has been most useful in helping you to use the arts in the classroom?

Comments:

21) What do you like most about the Arts and Basics Program?

Comments:

22) What do you like least about the Arts and Basics Program?

Comments:

23) How would you describe the Arts and Basics Program to another friend or another teacher visiting from out of town?

Comments:

Thank you.

Parent Questionnaire

Concerning the Arts and the Basics Program

Shaftsbury Elementary School

Date_____ No. of children in Shaftsbury School

_____

1) How often has your child or children talked about the Arts and the Basics activities?

1._____ 2._____ 3._____ 4._____ 5._____

Not at all — Several times — 5 or more times

Comments:

2) When your child or children talk(s) about art, does he/she sound:

1._____ 2._____ 3._____ 4._____ 5._____

Very unhappy — Not decided — Very happy

Comments:

3) Do you think the Arts and Basics Program has affected or influenced your child or children about school in general?

1._____ 2._____ 3._____ 4._____ 5._____

No — In some ways — Yes

Comments:

4) In what form do you think the Arts and the Basics Program should be continued next year?

Comments:

5) What would you tell a friend from out of town about the Arts and the Basics Program?

Comments:

Any other comments are welcome.

Thank you.

4 PARENT QUESTIONNAIRE - SAMPLE FORM

Note: Parents were asked to fill out and return one questionnaire per family. Names were not requested. Comments were encouraged. (A cover sheet explaining the importance of the questionnaire was attached.)

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5 ARTIST INSTRUCTOR QUESTIONNAIRE SAMPLE

Note: An open-ended form was used for visiting artist instructors to allow for flexibility.

Artists who worked in the school five times or more were asked to fill out this questionnaire.

SAMPLE FORM

Question for Artists

If you were to describe your experience with what you did for the Arts and the Basics Program in the manner of a novelist describing or portraying an event, what would you say?

Name _____

Field _____

Date _____

Please return to: Kathy Link, Artist Coordinator
Shaftsbury Elementary School
Shaftsbury, VT 05262

6 SAMPLE ARTS AND THE BASICS PROGRAM NEWSLETTER

(Written by the Artist Coordinator for the first three years of the program and sent home with each student. It was sent also to the Superintendent, principals of the other schools in the union district, art teachers and school board members.)

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The A & B News

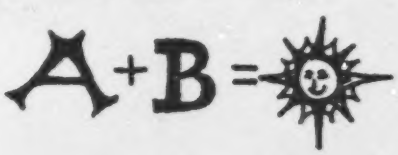
A NEWSLETTER ABOUT THE ARTS AND THE BASICS

Shaftsbury Elementary School, Shaftsbury, Vermont 05262

September, 1979-January, 1980 No. I

THE PROGRAM

The Arts and the Basics Program continues into its third year at S.E.S. Funded equally this year by a federal ESEA, Title IV grant and by the local school district, this innovative program is designed to integrate a wide variety of arts into the basic curriculum. Including the arts in this manner is proving to motivate, encourage and enrich the learning of reading, writing, math, social studies and science for K-6 grades. Kathy Gerlach Link, Artist Coordinator for the program works with the teachers and children arranging for meaningful arts and basics activity connections. Sometimes, community artist instructors are employed to guide and share their particular art skill with individual classes or with the whole school. Many times, Kathy, a visual artist, works directly with a class as the resource person. Activities are coordinated by the teacher and Kathy or the Program initiates school wide projects. The Arts and the Basics Program has grown each year due to the wonderful cooperative nature of the Shaftsbury School and its community.



HERE IS HOW IT WORKS

In 1977, the first year of the program, coordinated activities had to be created and tried. The second year, some activities were repeated while new and more meaningful projects evolved. Since this past September, 1979, the program has proved to be an integral part of the curriculum. The many arts such as, photography, creative movement, crafts, creative writing, dramatics, painting and drawing, provide endless ways to help students learn and apply what they are being taught in the core subject areas. Following are a few examples of this year's many activities for grades K-6.

KINDERGARTENERS BEGIN TO LEARN ABOUT N. AMERICAN INDIANS.

In October, both of Mrs. Kevorkian's Kindergarten classes took a trip to the Children's Museum in Williamstown, Massachusetts to go on a guided woodland walk, make crafts and have their faces painted in an Indian tradition. It was a cool day, but the children and adults braved the weather to learn a bit more about the Indians of our area.

Discussing the fact that N. American Indians depended on nature to provide all their needs, Ms. Link led the classes in working with clay. Each

child fashioned small pinch pots and decorated them with earthen colors in the manner of the Southwestern Indians. As Thanksgiving time came around, the classes role-played the Pilgrims and Indians meeting for the feast.

The classes then experienced making small reed baskets, competently led by artist-instructor, ●Marti Dunbar of N. Bennington. Each child worked diligently to weave the reeds in and out around the spokes finishing their baskets off with a colored reed stripe. The basket making followed the classes doing paper mat weaving. It was a challenging and worthwhile activity for all.

THE OLD VERSUS THE MODERN-A COMPARISON IN MR. RENE'S 3RD GRADE CLASS

A field trip to The Park-McCullough House Carriage Barn led way to Mr. Rene's class writing reports and drawing old and new types of transportation. The class examined the horse-drawn carriages of the 1870's and observed some antique vehicles of the early 1900's. Each child was even permitted to sit in an old fire engine! Through the reports and much discussion, the children showed greater appreciation for how transportation has changed over the years.

THE MEANING OF STRAIGHT AND CURVED LINES AND PLANES IS EXPLORED BY MRS. TILGNER'S 1ST GRADE CLASS THROUGH CREATIVE MOVEMENT

In order for a first grader to understand the geometric concepts of straight and curved lines and planes, Mrs. Tilgner's 1st grade was given an introductory movement lesson with Creative Movement Specialist, ●Mary Ann Brehm. They explored straight and curved paths with their bodies and learned the meaning of planes created from these lines. A visit to The Park-McCullough House outdoor sculptures brought to life the geometric concepts in large form. Ms. Brehm led the class in experiencing the lines and planes through moving around and through the sculptures. As a follow-up ●Mrs. Jeanne McWaters, Director of the Curriculum Workshop, worked with the children in helping them create their own miniature straight and curved sculptures of wood and cardboard. These activities have gone on to help the children with recognition and formation of letters and numbers.

The straight and curved concept was also introduced to the Kindergarten classes in a more simple manner with Ms. Brehm. To apply this basic idea, each child appropriately made a colorful shape paper mobile with Ms. Link, which was displayed in the Learning Center.

60

MS. BREHM WORKS WITH MRS. LARIVIERE'S 4TH GRADE CLASS TO ADD EXPRESSION TO A HALLOWEEN POEM.

Ms. Brehm worked with Mrs. Lariviere's 4th grade class in adding expressive movement to John Ciardi's imaginative poem, "What Night Would It Be?" The children were dressed as ghosts, witches, pumpkins, bats, owls, small men with lit grins and painted each others faces accordingly under the direction of Ms. Link. Ghostly music was added to the movement with Mr. Harris to complete the performance. The class was enthusiastically involved in the mood of the poem when they performed for an audience of parents, friends and classmates from other grades.

THE GOOD EARTH-A SCIENCE STUDY IN MRS. MAILHOT'S 3RD GRADE CLASS.

It is a good earth, especially when one looks closely to see the wonders that grow on the forest floor. Mrs. Mailhot's class studied the cross-section of soil and then ventured off to a Shaftsbury woods, led by Ms. Link, to carefully collect materials for making terrariums. On return to the classroom, each child layered the earth in various shaped jars and placed their gathered materials in them. Small ferns, moss, partridge berry, fungi, bark and small stones were arranged in the jars to create miniature environments.

Later their soil study continued on to coloring white sand to make imaginative sand paintings of farm scenes, etc.

THE WORLD OF COLOR-DISCOVERED BY MRS. AEBERSOLD'S 1ST GRADE CLASS.

Early in the school year, Mrs. Aebersold's class mixed red, yellow and blue paint to make orange, green and purple with Ms. Link. Recognition of the colors and distinguishing between them is a basic science and math objective for a first grader.

Later on in the year, the class recalled the primary and secondary colors by completing color wheels, as part of their math/geometry unit. Each child had to follow Ms. Link's instructions carefully to put triangular cellophane pieces in place and to put square cellophane pieces in between to show the mixture of colors. Before hand, each child wrote the equations for mixing primary colors with Mrs. Aebersold, which was attached to their color wheels. The class expressed delight when looking through their cellophane windows and clearly seeing the magic of colors that surrounds us everyday.

HOW TIME FLIES IN MRS. AUNCHMAN'S 4TH GRADE CLASS

In connection to their study of time, Mrs. Aunchman's 4th grade class delved into the many aspects of time. They studied a variety of time pieces historically, designed a large monthly calendar to be hung in their room and made "hourglass" timers with Ms. Link. Two small medicine bottles were put together with a cork, and a wood base and doweling ③

frame was made by each child to encase the bottles. Then, the amount of seconds it took for the salt to run from one bottle to the other was checked with the second hand on a clock and noted. Their timers were taken home for holiday gifts.

Many times, Arts and Basics activities are coordinated by both classes in a grade.

THE MONARCH BUTTERFLY PARADERS- MISS BAILEY'S AND MRS. YOUNG'S 2ND GRADE CLASSES WORKING TOGETHER

The second grade classes did a detailed unit concerning the development of the Monarch butterfly, from the caterpillar to the chrysalis to the butterfly. As a finale to their unit, the classes put on a performance parade in the Learning Center for Kindergarten through third grade. Miss Bailey's class became one long caterpillar guided by a student narrator. Mrs. Young's class showed the cocoon stage, bursting forth into butterflies to flutter around the flowers. The costumes were made with Ms. Link with Mr. Barbaglia and Mr. Harris coordinating movement and music for the project.

GREEK MYTHOLOGY AND THE ORIGINS OF ASTRONOMY EXPERIENCED BY MRS. DAILEY'S AND MRS. CAREY'S 5TH GRADE CLASSES.

● Dr. Norman Austin, a professor of the Classics Department at the University of Massachusetts, and his student teacher, George Arlos spent an intensive week introducing the history of Greek myths and Astronomy to both classes. During that week, Aron Tager, versatile artist, prepared the class for enacting a shadow puppet play that he wrote and developed, entitled, "The Old Temple of Change." In the play, the roles of the Greek Gods and Goddesses took on meaning by the classes involvement in making a tape of the script and working the puppets. The students enthusiastic cooperation in the study helped them thoroughly learn about Greek mythology and most importantly improved their self-confidence in expressive reading and in their self images. It was a highly worthwhile project for students and instructors alike. The play was performed for the whole school and for many visitors.

SHARING OF RESOURCES IN MR. BIANCHI'S AND MR. COLLINS' 6TH GRADE CLASSES FOR THEIR SCIENCE AND LANGUAGE UNITS.

As both classes were studying flowers and the parts of flowers, ● Stephen Lynch, illustrator and high school art teacher, came into each class to demonstrate close observation drawings. The classes gathered Fall flowers to draw from with the idea that how you draw in detail describes what you are seeing. Mr. Lynch expertly drew one example using fine line markers and then added subtle color to distinguish flower parts. The class went on to trying their hand at drawing flowers in detail with Mr. Lynch, using the eye and by using microscopes. To follow up the drawing activity, the classes continued on to learning the functions of the flower parts.

④

● Mr. Bob Woodworth, resident of Bennington, returned this year to show his films to both classes of flower movement, caught only by time-lapse photography. The classes were fascinated by being able to witness a bud opening and closing within a short amount of time when in reality it may take days.

The students had many thoughtful questions to ask Mr. Woodworth concerning the flower and the effects of daylight, but also many questions about how he had made the films.

FILM MAKING IN 6TH GRADE WITH NORMAN BLOOM.

● Norman Bloom, a Vermont film maker, worked with both classes for a week leading them in the movie making process. The students worked in groups, organizing their own story lines; operating the cameras; developing and editing their films; and syncronizing sound tracks to create, for most, their first Super 8 Black and White films. The experience of making the films was helpful in getting the classes to follow a complex activity to completion.

Also, many individuals gained a great deal of confidence once they realized that they could do something so involved and creative. It was indeed a pleasure to have Mr. Bloom return for the fourth year, made possible by the Vermont Council on the Arts and The Arts and the Basics Program.

● Stan Brostoski, Shaftsbury photographer, has been working with a small group of 6th graders teaching them how to use 35 mm. cameras, develop and print film. The group has learned how to use the school's darkroom under Mr. Brostoski's guidance. In turn, these students will be teaching their fellow classmates in learning the process.

✱ THE INTERNATIONAL YEAR OF THE CHILD, 1979. AN ALL-SCHOOL COORDINATED PROJECT THROUGH THE ARTS AND THE BASICS PROGRAM.

The emphasis for the month of December, revolved around the observance of the International Year of the Child, 1979. Each class picked a certain aspect of the idea, some studied children of particular countries or of many countries while others focused on children in general in the world today. The Learning Center and hallways were abounding in items from around the world, thanks to many parents and other community members who loaned items to display. Many resource people were asked to share their knowledge of different countries in the classroom. Parent, Sheri Crittendon, made paper international flags that decorated the main entrance ceiling. Dolls and costumes from all parts of the world added to the festive atmosphere of the Learning Center, thanks to Ms. Rudolph, Learning Center Specialist, the Media Center, and parents. Each class' study culminated in the "Holidays Around the World" evening program for the community, coordinated with Mr. Harris, music teacher. The program included journeying to such countries as: China, Mexico, Germany, Holland, Greece, France, Japan, Australia, Austria and back to the U.S.A. to hear one class sing a song about

questions any child might ask. It was "Would Airplanes Like Feathers? (and Other Questions)," sent to the 4th grade class from Rosenshontz, two Vermont musicians that gave a workshop in October to fourth-sixth grade, through the Vermont Council on the Arts. The holiday program was a cooperative venture of the school working together, learning together.

THE ARTS AND THE BASICS PROGRAM AIMS AT BROADENING TEACHER'S EXPERIENCES TOO.

The program is fortunate to have funds available to thank many artist instructors who come into the classroom, as well as contacts with resource persons who give their time and expertise. The teachers always learn from them when they work with their students. Throughout these two and a half years, workshops have been given exclusively for teachers in Creative Drama, Creative Movement, Using the Darkroom, and most recently in Writing in the Classroom. Bill Lingelbach, a fifth grade teacher from Thetford, Vermont and RAP agent (Resource Agent Program) lent his experiences to all Shaftsbury teachers. He led a teacher's workshop concerning stimulation and care of children's written words. He related his methods and experiences of how he has his students writing daily. His workshop gave our teachers a chance to learn new approaches or slants that they might try in their classrooms. Teachers are always learning too!

THE ARTS AND THE BASICS PROGRAM IS RECOGNIZED.

Because of the Arts and the Basics Program's success in Shaftsbury, Kathy Gerlach Link has given presentations throughout the State. In November, Ms. Link spoke in the State House in Montpelier, as part of a State House Conference on the Arts, sponsored by the State Department of Education. The goal of the conference was "to form an alliance of community advocates who will be used to forward the cause of arts in the lives of Vermonters." The A & B Program was chosen as an example of how the arts have become a basic necessity in an elementary school. It was truly a proud feeling to represent Shaftsbury School and the Program as a model for the State, doing now what is hoped for in the year 2001 for all Vermont schools.

●●●●●●●● Thanks to all,

Kathy G. Link

Kathy Gerlach Link
Artist Coordinator
for The Arts and
the Basics Program.
1979-80.

⑥